**TEMPLATE FOR REPORTING ON RECENT INITIATIVES ON SPORT FOR DEVELOPMENT AND PEACE**

***Title of Initiative - ‘Psychosocial, Arts and Sports Model for Peacebuilding’ (PASMP)*** ‘Psychosocial, Arts and Sports Model for Peacebuilding’ (PASMP)

***Task:*** *Provide a summary of the initiative, including a brief overview, proposed/actual outcomes and an assessment of any lessons learned and the way forward.*

***Timeframe:*** *Please only include initiatives that fall within the reporting timeframe of January 2022 – February 2024*

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| **Please provide more details on each initiative including items below:** | | |
| **Objective(s):** | *Please indicate which, if any, of the following fall among the main objectives of the initiative:* | |
| * Ensuring no one is left behind (advancing empowerment, inclusiveness and equality through sport) | * Eradicating poverty and promoting prosperity |
| * Leveraging sports events to promote action to combat climate change, advance peace and/or sustainable development | * Conflict prevention/peace building |
| * Research development, data collection and/or data dissemination | * Safely harnessing sport for sustainable development, peace and wellbeing in the context of the COVID-19 pandemic, including through the use of technology |
| * Reinforce the 2030 Agenda and eradicate poverty in times of multiple crises, leading to the effective delivery of sustainable, resilient, and innovative solutions | * Safeguarding sport from corruption and crime |
| * Strengthened global framework on sport for development and peace | * Other (please specify) |
| **Situation** | *What is the challenge or problem that the initiative aims to address?*  While Trinidad and Tobago (T&T) is technically not in a national-level conflict, it is characterized by regular community-level violence and factors of negative peace. Despite its small population of 1.4 million, in 2022, Trinidad and Tobago had the world’s sixth highest crime rate and ranked 11th for gun deaths per capita[[1]](#footnote-1). Rates of GBV and femicide are also extremely high relative to the global average; in 2022, Trinidad and Tobago, with a rate of 5.5 per 100,000 ranked second within the Latin America and Caribbean region for countries affected by feminicide.[[2]](#footnote-2) It is within this context of increasing female school violence that another disturbing postpandemic phenomenon has also been remarked on, the rise of all-female gangs. While Trinidad and Tobago has grappled with the issue of youth gang involvement for many years with approximately 130 gangs in 2021 and a membership of an estimated 1,014 persons, the emerging trend of all female gangs is one causing national authorities grave concern. While the evidence of the durability and sustainability of girl gangs is weak locally, and the police describe them as “sporadic” and involved in larceny and theft and not violent crimes, female gangs are a trend being noted globally including the UK, the US, Venezuela and Jamaica. It is within this post pandemic context where girls are being seen to be more violent in schools and are said to be moving beyond girl involvement in male gangs to develop their own all female gangs, that this ‘Psychosocial, Art and Sports Model for Peacebuilding’ intervention sits. It is a pilot project that aims at supporting girls to develop personal and psychosocial resilience in a way that enables them to push back against the influences which potentially draw them toward gang life and culture and shift the trend back in favour of more positive outcomes for girls. The project aims to equip girls with the tools to avoid, evade or effectively deal with conflict, and to convert them to ambassadors of peace in their respective contexts. Key to the approach is the integration of sports and art as tools for change. Sport in particular is used (1) as a way to express emotions constructively, (2) as a set of principles that can be used in diverse peace-threatening or conflict situations, (3) to build confidence in the girls and reevaluation of self-image, (4) as a method of self-love and self-care, and (5) instill a sense of teamwork, even among rivals. | |
| **Implementation mechanisms:** | *What are the means/processes of implementation of the initiative?*  This new intervention, the ‘Psychosocial, Arts and Sports Model for Peacebuilding’ (PASMP) marries three innovative and evidence-based approaches, each of which the UNDP has had successes with, for maximized results among the target population of girls and boys. The base of the PASMP intervention is UNDP’s Youth Peace Ambassador’s programme which has been administered at the community level and for youth in detention since 2019.  *What are the main deliverables/activities involved?*  The participating in the project were first given psycho-social assessments by a child social work specialist and team who assessed their pre-project mental health status to provide a baseline for developing the project content. At that time a baseline mapping of the institution was also undertaken. The curriculum developed from these data included psychosocial workshops, supported by sports and art therapy sessions delivered by the consultant partners to consolidate the learning from the original psychosocial workshops. Sport and art operate on several levels: 1) Exposure to new experiences in area of sports and arts builds self-confidence; 2) The principles used for sport and art such as patience, self-restraint, and delayed gratification, such as in martial arts, are transformed into lessons for life; 3) Participants find healthy ways to express pro-social ways to express emotions; and 4) Interactions with each other help to build support groups and transform rivalries into teams.  There were also “learning journeys” which were a series of visits to activities outside the bounds of the St. Jude’s School facility. The Learning Journeys were carefully selected to expose the youth to life and opportunities outside of their typical conflict-filled environments. This helped them to envision and experience a different and improved way to make better choices.Themes covered in the psychosocial workshops included but were not limited to: Impulse control, bullying, self-harm, anger management, stress tolerance, understanding mental illness, teamwork, peer support, peace building and coping strategies. The sports sessions included martial arts, water polo, aerial yoga and golf. The art sessions used art, creativity and psychosocial interventions to promote an environment of harmony for participants who are in conflict. The workshops and sessions with the cohort began in October 2023 and ran for 16 weeks until the first week of February 2024. The project finishes in March 2024 with a peace caravan that will visit two schools and two police youth clubs[[3]](#footnote-3), where participants of the project will speak about lessons learned from the project and engage other students and youth on project-related topics.  *What is the time frame of implementation?*  The period of implementation is from September 2023 to March 2024. We are currently exploring an aftercare component valued between USD50K and USD150K. Funding has not yet been secured for this aspect of the project. | |
| **Target Audience(s):** | *Who are the beneficiaries of the proposed/implemented initiative?*   * The intervention targeted 25 girls from the St. Jude’s School for Girls. * Secondly, ittargeted members of staff at the St. Jude’s School for Girls. * Finally, it targets three police youth clubs, at least 60 young people, averaged at 20 youth per youth club.   The UNDPTT and PDA team have conceptualised an aftercare component to solidify the work already achieved by the pilot project. It is hoped that the aftercare component impact the national landscape by, at least, placing into the hands of government the tools to implement such a model through all state-run youth detention centers. | |
| **Partners/Funding:** | *Who are the main organizations/entities involved in the initiative and what are their roles?*   * Private consultant, psychologist – serving as project manager and coordinator. * Ryu Dan Empowerment Foundation, civil society organization led by martial artist Shihan Marva John Logan. The agency serves as sports trainer and designer of sport-based activities. * Chosen Hands, civil society organization led by Ms. Anika Plowden.   *What are the main sources of funding of the initiative?*  The initiative benefited from a grant of USD50,000 from the Joint Programme of the Department for Peace, Policy and Advocacy and the UNDP. | |
| **SDG Alignment:** | *To what SDG goal/target/indicator is this initiative targeted?*  SDG16: Peace, justice and strong institutions  SDG3: Good health and wellbeing  SDG5: Gender equality  SDG15: Partnership for the goals.  *Please indicate any other national or internationally agreed goals/commitments to which this initiative is aligned.*   * Public Health Approach To Crime – Caribbean Community (CARICOM Impacs) * Secretary General’s New Agenda for Peace | |
| **Alignment with global frameworks:** | *How does this initiative align with/contribute to the objectives of the* [*Kazan Action Plan*](https://en.unesco.org/mineps6/kazan-action-plan)*,* [*WHO Global Action Plan on Physical Activity*](https://apps.who.int/iris/bitstream/handle/10665/272722/9789241514187-eng.pdf) *or other related internationally agreed frameworks on sport and/or physical activity?*  PASMP aligns with action 1 of the Kazan Action Plan: Elaborate an Evidence-Based Advocacy tool. | |
| **Alignment with United Nations Action Plan on SDP:** | *Which of the four thematic areas of the* [*UN Action Plan on Sport for Development and Peace*](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2018/06/14.pdf) *is this initiative designed to align?*  *To which action area(s) of the Plan is this initiative designed to contribute?*  *PASMP is align with Thematic Areas 2 and 4: Policy Development and Evidence of Impact and Follow Up* | |
| **Outcomes:** | *What are the expected/actual outcomes of the initiative?*  Willingness and know-how at the level of Government to utilize a model on a national scale that integrates MHPSS, sport and art to transform residential homes for young people in trouble with the law, in evidence by the redesign of interventions to equip at-risk youth to address the challenges they face and become peace ambassadors in their communities | |
| **Mechanism for monitoring and evaluating implementation:** | *What are the mechanisms for monitoring and evaluating the implementation, outcomes and impact of the initiative?*   1. A longitudinal study will be conducted on participants in our programmes. 2. Outreach activities will be held with government and their response will be assessed.   *What specific monitoring and evaluation tools are involved?*   1. Studies have been conducted of the participants to date by the consultant. 2. Follow-up interviews of staff will be used to validate findings of the consultant. 3. A longitudinal study is to be included in the aftercare component which is currently being considered for future funding by the Joint Programme. | |
| **Challenges/Lessons learned** | *What have been/were the main challenges to implementation?*   1. Trauma: The participants themselves had high levels of trauma and mental health concerns. 2. Change in administrative staff: When staff are moved by the government, it creates a sense of instability and the girls feel less in control of their circumstances or cared for. 3. Commitment of staff: At times it was difficult to secure the commitment of the caregivers and officers of the St. Jude’s School to participate and learn from the programme because of issues of staff shortages, or simply that no mandate was give for their participation in the project. A decision needs to be taken by senior management to ensure that they are able to benefit from the experience especially with regard to integrating its tools and techniques. Changes in staff can unsettle the girls and make them lose a sense of agency and worth. In some cases, the girls form valuable relationships with staff. 4. Financial resources: The scope of the experiences the girls had could have been further expanded to include more sessions and more varied sporting activities if more financial resource were available. 5. Quantum procurement processes led to the late on-boarding of consultants for sport and art; when finally onboarded, this created a sense of rush that some consultants did not appreciate. Our consultants were new and unfamiliar with the requirements of Quantum, such as audited statements. In some cases, they were unfamiliar with the IT system and basic scanning and upload of documents to the platform.   *What lessons learned have been/can be utilized in the planning of future initiatives?*   1. There is always need to build an aftercare component for projects designed to use sport therapy for peace and development. 2. The project should be directed early at the most senior ministry staff to ensure the participation of staff and the presence of the same officers over and over to benefit from the intervention. 3. A policy should be developed to include the girls either in the decisions regarding the movement of staff or accountability to the girls to reduce the blow of the trauma of losing a caregiver to a professional transition. 4. During this project, the team relied extensively on the goodwill of the corporate community to meet the demands of the girls for more sporting activity. There should be a private sector engagement strategy at the earliest point in the life of the project. 5. Longer lead times and project horizons have to be given for the onboarding of new consultants given the challenges that are still faced with Quantum. | |

1. Bahall, M., 2023. Gangs, Low Detection Rates, and Educational Achievement: Major Drivers of Violence. *Journal of Health and Medical Sciences*, *6*(4), pp.237-252. [↑](#footnote-ref-1)
2. UN [ECLAC, Gender Equality Observatory for Latin America and the Caribbean](file:///C:/Users/dylankerrigan/Dropbox/My%20Mac%20(Dylans-MacBook-Air.local)/Desktop/Peace%20and%20Development%20Officer%2026%20Apr/MHPSS%20project%20with%20Christalle/ECLAC,%20Gender%20Equality%20Observatory%20for%20Latin%20America%20and%20the%20Caribbean) (https://oig.cepal.org/en/indicators/femicide-or-feminicide) . [↑](#footnote-ref-2)
3. Police Youth Clubs are an after-school membership club established in collaboration with the police stations in various communities across T&T where young people are involved in fun educational activities. There are over 113 police youth clubs throughout T&T. [↑](#footnote-ref-3)